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ABSTRACT

In 1989, a study was conducted at Columbia College (CC) in California to determine the effects of CC's "College Success" course (Guidance 7) on student attitudes, performance, and retention; and to determine ways in which the course could be improved. College Success, which focuses on techniques for effective reading, studying, memorizing, test taking, note taking, and communicating, is offered on the CC campus and on the campuses of local high schools. Surveys were sent to 192 students who completed College Success in 1988 and 1989, requesting respondents to rate various aspects of course content; the extent to which they used particular tools, skills, and ideas as a result of taking the course; the value of specific instructional methods; and the impact of the course on motivation, communication skills, study skills, and grades. In addition, data on students' grades and course completions were gathered from high school transcripts and the college's database. Study findings, based on responses from 61 students, included the following: (1) at least 64% of the respondents rated all 15 aspects of the course as "Valuable," "Very Valuable," or "Extremely Valuable"; (2) 61% reported that the one skill they used to the "Very Greatest Extent" as a result of taking the course was the technique of "Listening for and Using Key Words in Note Taking"; (3) the instructor qualities/behaviors rated most beneficial were showing respect for students, previewing quizzes, being available outside of class, and encouraging questions; and (4) the college students who took College Success showed an improvement in grades and units attempted and completed, while results were mixed for high school College Success students. The survey instruments are included. (WP)

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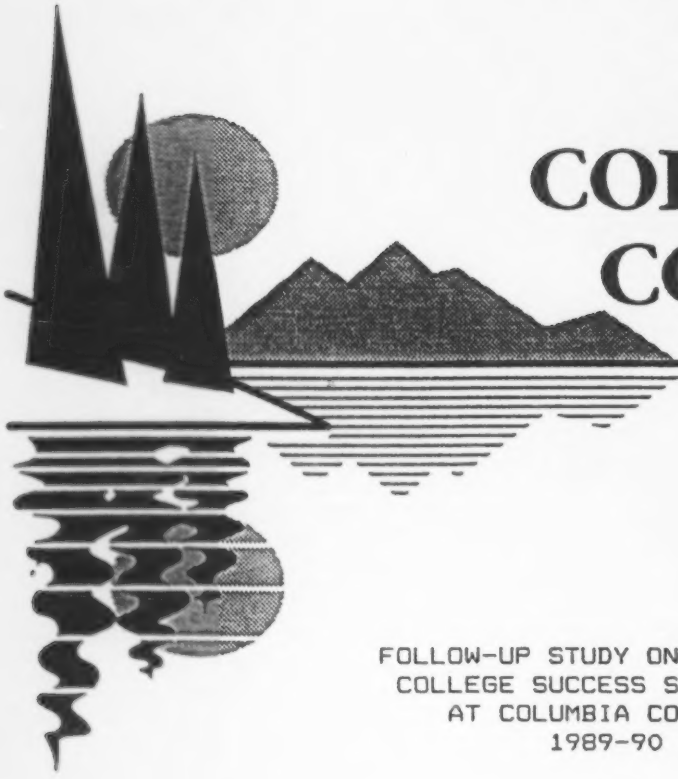

COLUMBIA COLLEGE

FOLLOW-UP STUDY ON GUIDANCE 7,
COLLEGE SUCCESS STUDENTS
AT COLUMBIA COLLEGE
1989-90

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ABSTRACT

FOLLOW-UP STUDY ON GUIDANCE 7, COLLEGE SUCCESS STUDENTS AT COLUMBIA COLLEGE by Elsie M. Bruno, Counselor, Columbia College. Funded by the NORCAL Community College Research Group Small Research Grant for 1989-90.

The purpose of the research project was to determine the effect of the Guidance 7 (formerly Guidance 107), College Success course on student attitude, performance and retention, and to determine ways in which the course could be improved. The study answered four research questions.

Methodology

To determine the effect of the course and ways it might be improved, two methods were used: 1) Distribution of a survey and 2) analysis of student records.

In early November, 1989, surveys were sent to 192 students in the study groups in an effort to gather subjective data. Approximately 40 completed surveys were returned within a four-week period. A second mailing was sent to all students in early December, 1989. Within the next six weeks (December, 1989 to January, 1990), 21 additional surveys were returned. A total of 61 surveys were received for a survey response rate of 32%.

Objective data collected included semester and cumulative GPA, and semester and cumulative units attempted and completed. These data were obtained through the college's database and through high school transcripts.

Results and Analysis

Research Question #1: How valuable has the content of the Guidance 7, College Success course been to the student?

Students were asked to evaluate the course in terms of how valuable each of 15 content experiences (variables) was in helping them feel better about their ability to be more successful in school and to try new study techniques. All 15 experiences were reported as being Valuable, Very Valuable, or Extremely Valuable (at least 3, 4 or 5 on rating scale) by at least 64% of all respondents. Based on these data, all of the major content items and experiences of the Guidance 7, College Success course appear to be valuable to student completers and a least ten of the content items and experiences of the course appear to be Extremely Valuable or Very Valuable in helping them to feel better about their ability to try new study techniques and to be

more successful in school.

Research Question #2: Have students used the information they obtained from the course and the textbook:

Nineteen areas were considered on the survey to respond to this question. There was one response that stood out above all the others. Thirty-seven (61%) of the respondents reported that the one skill they used to the 'very greatest extent' (5 on scale) as a result of taking the College Success course was the technique of Listening For and Using Key Words in Note Taking. The skills that are 'used to the very greatest extent' (5 on scale) as well as those 'used to the greatest extent' (4 on scale) as a result of taking the College Success course were: 1. I listen for key words in note taking, 2. I am a better listener, 3. I am more aware of and use campus facilities and services, 4. I speak up in class more, 5. I am more aware of disadvantages of drugs, alcohol and their influence on my life/education, 6. I can deal better with criticism/compliments/complaints/conflict, 7. I use 3 x 5 cards.

Research Question #3: Specifically, what qualities and/or instructor behaviors do students find to be most beneficial in their learning?

Students were asked to respond to 18 qualities or behaviors of instructors in general that they found to be valuable in their learning process. The ones rated extremely valuable or very valuable by 85% of the respondents include: The instructor: 1. Respects students, 2. Previews quizzes, 3. Is available outside class, 4. Encourages questions, 5. Checks understanding, 6. Repeats difficult ideas and 7. Uses 'real life' applications.

Research Question #4: What effect has taking the Guidance 7, College Success course had on student GPA, units attempted and completed, motivation, study and communication skills? (Comparison of these measures was done with objective and subjective data related to before and after completing the course).

Of the high school group (N = 96), 47 students were enrolled in high school courses before and after completing the Guidance 7, College Success course. Objective data from transcripts showed mixed results in GPA and units attempted/completed for the high school group.

Of the college group (N = 96), 41 students were enrolled in college courses before and after completing the Guidance 7, College Success course. Objective data from transcripts show increases in semester and cumulative GPA and significant increases in units attempted and completed for the college group. The number of college respondents receiving 1-2 Withdrawals (W's) decreased slightly, and those receiving 3 or more W's decreased moderately. The number of college students who were on progress probation and dismissal decreased as did those who were on academic probation; however, the number of students listed on academic dismissal increased (from 2 to 6).

Eighty-four percent of the respondents reported that taking the course increased their motivation to do better in school. Seventy-four percent reported that taking the course increased their communications skills, and seventy-eight percent reported that taking the course helped them to study more effectively.

Discussion/Recommendations

From the subjective and objective data, it appears that the College Success Course information is very valuable to the student and is used. Several before/after measures were used to determine if there were any changes in student performance, possibly as a result of taking the College Success Course. Of these measures, for college students, the semester GPA, cumulative GPA, units attempted and completed all showed positive gains. Overall results indicate that the course is valuable to both the college and high school students with respect to increased motivation, communication and study skills.

INTRODUCTION

The purpose of the research project was to determine the effect of the Guidance 7 (formerly Guidance 107), College Success course on student attitude, performance and retention, and to determine ways in which the course could be improved. The five research questions to be answered are as follows:

Question #1: How valuable has the content of the Guidance 7, College Success course been to the student?

Question #2: Have students used the information they obtained from the course and the textbook?

Question #3: Specifically, what qualities and/or instructor behaviors do students find to be most beneficial in their learning?

Question #4: What effect has taking the Guidance 7, College Success course had on student GPA, units attempted and completed, motivation, study skills and communication skills? (Comparison of these measures to be done with objective and subjective data related to before and after completing the course).

Question #5: How do grades (GPA) and units attempted/completed of the Guidance 7, College Success course completers compare with those of high school and college students who have not taken the College Success course?

Columbia College offered one section of the Guidance 7, College Success course on campus beginning Summer Session 1988 as part of its new Matriculation Program. As a result of student evaluations, it was determined that the course was very helpful. Four sections were offered at the college during the following semester, Fall 1988.

The continued positive feedback from students regarding the course led to a pilot program beginning in Spring 1989 when it was offered on the campuses of the local high schools. These high schools were the major feeder campuses to the college. One section of the course was offered at each high school and taught by high school personnel. All instructors were trained initially by the college counselor who originated the course. The high

school courses were voluntary for the high school students (sophomores, juniors, and seniors). Enough interest in the course was generated to add an additional section at both high schools during the initial semester. According to staff of College Survival, Inc., publisher of the textbook used in Guidance 7, "Becoming a Master Student", Columbia College was the first and only college using their textbook in the U.S. to offer this type of "College Success" program on the campuses of its local high schools.

At the college, students took the course either as an elective (voluntary) or as a result of their probationary or dismissal status (mandatory). In addition special sections were recommended for EOPS, learning disabled and re-entry students.

METHODOLOGY

To determine the effect of the course and ways it might be improved, two methods were used: 1) distribution of a survey and 2) analysis of student records. The groups that were to be studied in the project are as follows:

Study Groups

1. High School Students

   1a. Voluntary high school completers of the Guidance 7, College Success course, and
   1b. High school students who had not taken the Guidance 7, College Success course.

2. College Students in Good Standing

   1a. Voluntary college completers of the Guidance 7, College Success course,
   1b. College students who had not taken the Guidance 7, College Success course.

3. Probationary or Dismissed College Students

   1a. Mandatory college completers of the Guidance 7, College Success course (students on academic or progress probation and/or dismissal who were required to take the course);
   1b. College students on academic and/or progress probation and/or dismissed students who did not take the course.

The students selected for the study groups were those who completed the following Guidance 7, College Success sections:

Columbia College	Summer Session 1988	Section 9090	N = 11
Columbia College	Fall 1988	Section 8502	N = 16
Columbia College	Fall 1988	Section 8506	N = 6
Columbia College	Fall 1988	Section 8503	N = 13
Columbia College	Fall 1988	Section 8504	N = 8
Columbia College	Spring 1989	Section 7401	N = 22
Columbia College	Spring 1989	Section 7402	N = 11
Columbia College	Summer Session 1989	Section 9090	N = 9
Sonora High School	Spring 1989	Section 7409	N = 12
Sonora High School	Spring 1989	Section 7406	N = 32
Sonora High School	Summer Session 1989	Section 9091	N = 22
Summerville High School	Spring 1989	Section 7408	N = 15
Summerville High School	Spring 1989	Section 7407	N = 15
Total			192

SURVEY METHOD:

In early November, 1989, surveys were sent to 192 students in the study groups in an effort to gather subjective data. A four-page survey was designed and printed between September and October, 1989. The survey attempted to measure items such as: student satisfaction with the content and experiences provided during the course and by the textbook, student use of techniques taught in the course or contained in the textbook, student evaluation of qualities of instructors in general found to be most beneficial to their learning process, student awareness of and use of Student Services provided by the college, and student motivation.

The initial survey mailing (See APPENDIX A) included the following information: 1) a cover letter explaining the purpose of the study and asking for the student's response; 2) a two page survey (both sides) asking nine questions that required fifty-nine responses; 3) a stamped, addressed postcard asking each student to return the card if a) s/he was interested in being a guest speaker in a future Guidance 7 class session, and/or b) s/he wanted a copy of the survey results; and 4) a stamped, self-addressed envelope in which to return the survey.

Approximately 40 completed surveys were returned within a four-week period. A second mailing was sent to all students in early December, 1989 (See APPENDIX B). The second mailing included the same items as described for the first mailing; however, the cover letter was changed to reflect it as a second request. Within the next six weeks (December, 1989 to January, 1990), 21 additional surveys were returned. A total of 61 surveys were received for a survey response rate of 32%.

It was originally intended to code the initial surveys by course section number and term completed in order to 1) identify which students to whom a second request would be sent if they did not respond to the original request, 2) more easily distinguish those from the college voluntary and mandatory students as well as those from college and high school students and 3) to see if students provided any information that would be helpful to a particular instructor of any given section. Due to a planning error the coding did not take place until the second mailing and only 37 coded surveys (out of 61) were obtained including those from students who voluntarily signed their name; therefore, this part of the analysis was not included.

Objective data includes semester and cumulative GPA, and semester and cumulative units attempted and completed. These data were obtained through the college's database and through high school transcripts.

Due to the fact that transcripts for all of the high school students completing the course were not provided by the high schools, it was determined that it was not feasible to obtain transcripts for a control group of high school students who did not take the course. Additionally, in checking the high school transcripts, it became clear that many of the students who completed the Guidance 7, College Success course were graduating seniors and that many of those transferred to a college or university other than Columbia College. Lack of transcripts, the difficulty in contacting these students as well as researcher time constraints made it unfeasible to make comparative studies between the high school completers and non-completers and restricted the number of students for whom we had data related to units completed and Grade Point Average (GPA) for the semester after taking the course. Therefore, it was decided that the only groups of students to be studied would be the following:

1. High school students who completed Guidance 7, continued their enrollment at Columbia College the term immediately after completing the course and for whom transcripts were provided;

2. Columbia College students who completed Guidance 7 and continued their enrollment at the college immediately after taking the course. Note: college courses include high school students given permission to enroll in on-campus college courses, college students in good standing (volunteers), and college students on academic or progress probation or dismissal (mandatory).

DATA ANALYSIS:

The data was tabulated using the CRUNCH statistical package. Statistical analyses included frequencies and t-tests.

RESULTS AND ANALYSIS

The study was designed initially to answer five research questions. It was altered later to answer four (See SURVEY METHOD for explanation). The subjective and objective data designed to answer the four questions are as follows.

In reporting the survey results of this study, scores will be recognized in the following way:

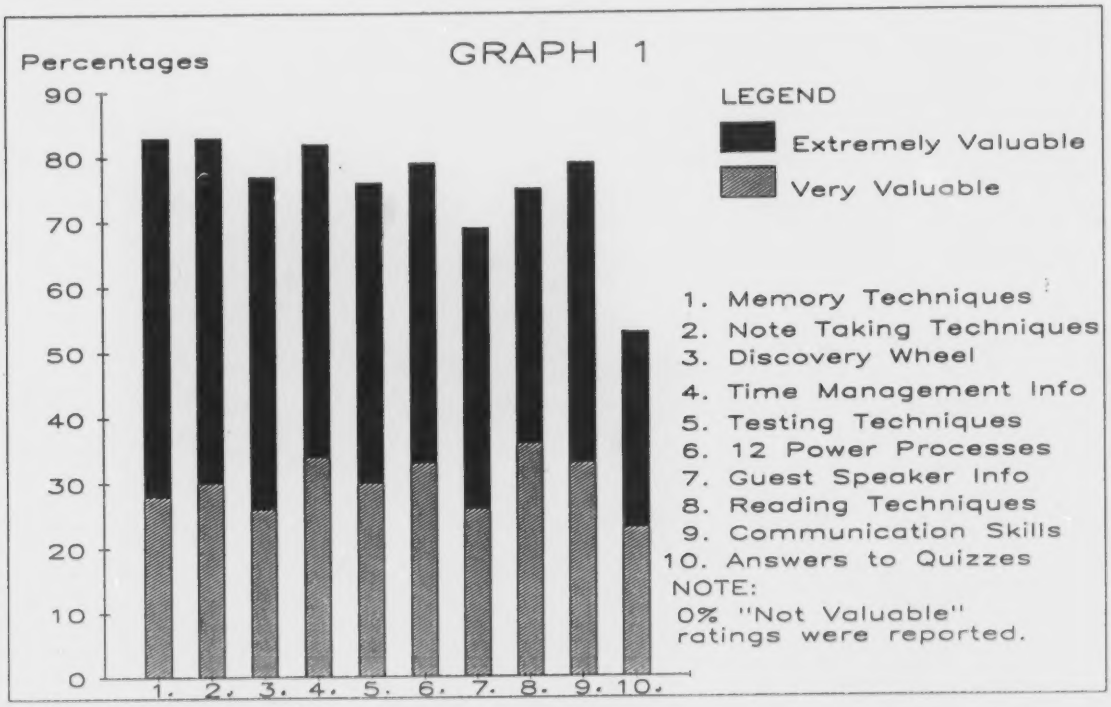
Score of 5 = Extremely valuable/Use to a very great extent
4 = Very valuable/Use to a great extent
3 = Valuable/Use to some extent
2 = Somewhat valuable/Rarely use
1 = Not valuable/Never use
0 = Do not remember/Was not covered

RESEARCH QUESTION #1: HOW VALUABLE HAS THE CONTENT OF THE GUIDANCE 7 COLLEGE SUCCESS COURSE BEEN TO THE STUDENT?

Students were questioned on the survey about how valuable the content of the Guidance 7, College Success course was in helping them feel better about their ability to try new study techniques and to be more successful in school. They were reminded that the textbook, "Becoming a Master Student," as well as many other experiences (mini-lectures, guest speakers, exercises, sharing, quizzes, videos, field trips, etc.) were used in their College Success course. They were asked to indicate the value of each of 15 content experiences (see APPENDIX A for all experiences surveyed) and were directed to use a scale of 1 **(Not Valuable at All)** to 5 **(Extremely Valuable)** or indicate a 0 **(Do Not Remember/Was Not Covered)**.

Of the 61 respondents 1 did not answer any of the 15 variables to this question and from 1 - 7 respondents (11% or less) reported **Did not remember/Was not covered** to one or more of nine of the 15 variables.

Graph 1 shows the course content and textbook experiences found to be **Extremely Valuable** (5 on scale) or **Very Valuable** (4 on scale).



All 15 experiences were reported as being **Valuable** (at least 3,4 or 5 on scale) by at least 64% of all respondents. Based on these data, all of the major content items and experiences of the Guidance 7, College Success course appear to be valuable to student completers. **At least ten of the content items and experiences of the course** (memory techniques and note taking, time management information, guest speakers, the 12 power processes, the Discovery Wheel, test taking and reading techniques and improvement of communication skills) **appear to be Extremely Valuable or Very Valuable in helping them to feel better about their ability to try new study techniques and to be more successful in school.**

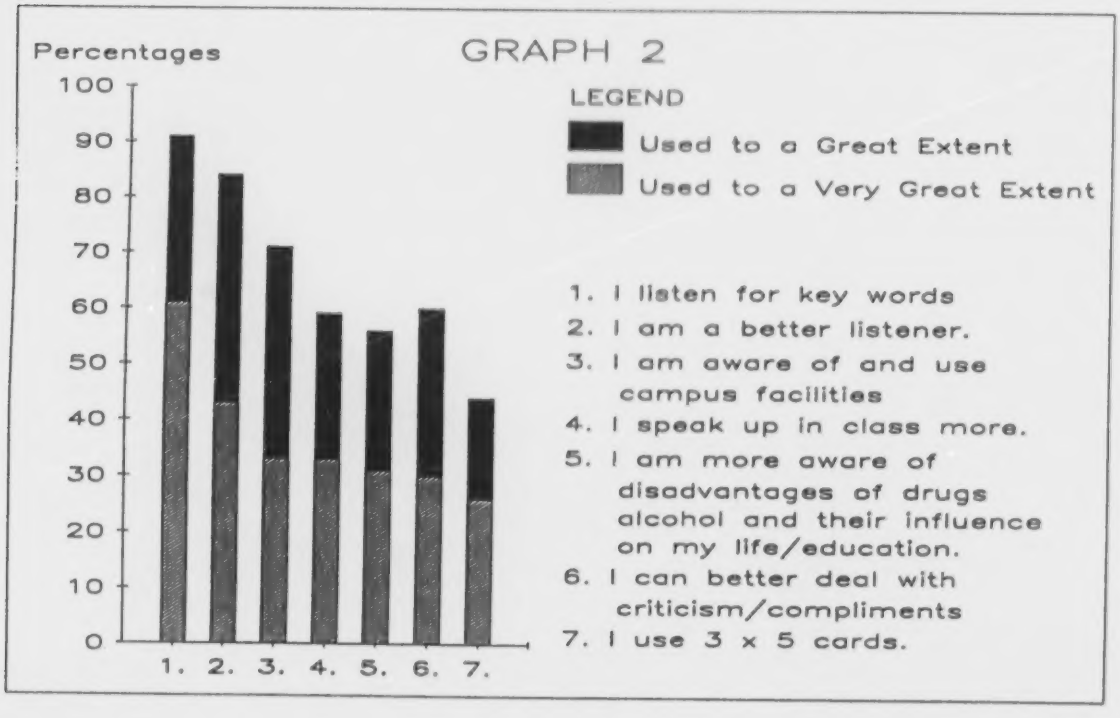
RESEARCH QUESTION #2: HAVE STUDENTS USED THE INFORMATION THEY OBTAINED FROM THE COURSE AND THE TEXTBOOK?

Students were questioned on the survey about their use of the information received from the course and the textbook. Nineteen areas were included on the survey in order to elicit responses to this question (see APPENDIX A for all variables surveyed). Students were asked to evaluate their use of these nineteen areas using a scale of 5 **(Use To A Very Great Extent)** to

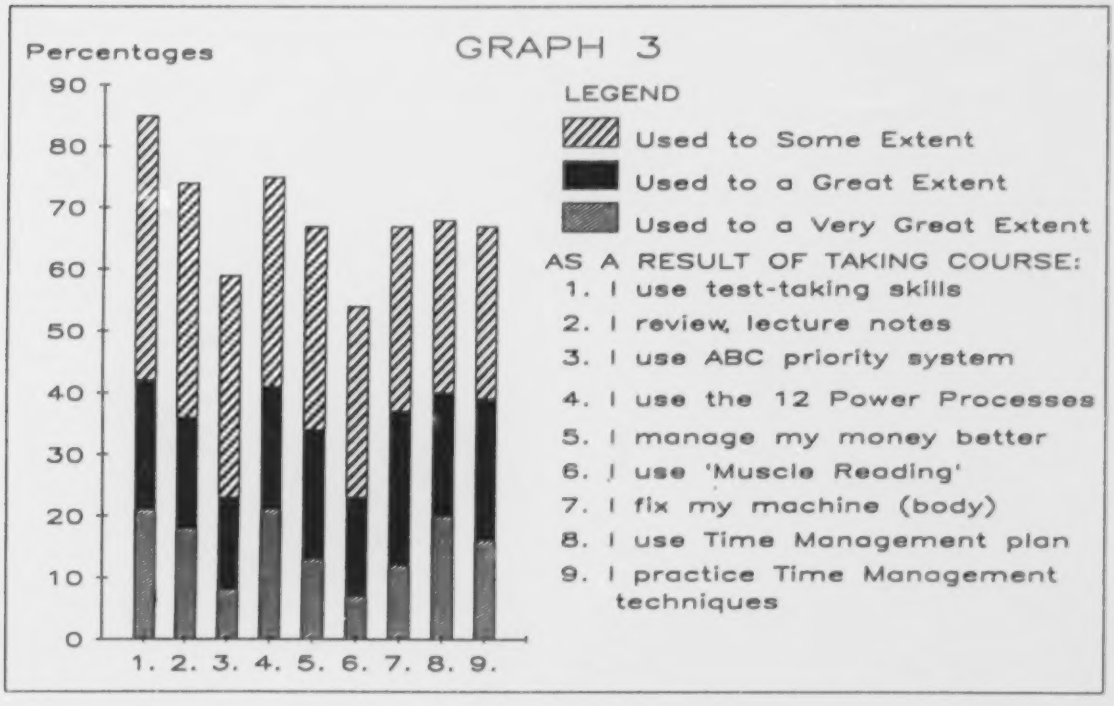
1 (**Never Use**) or indicate a 0 (**Do Not Remember/Was Not Covered**). One of the 61 respondents did not answer any of the 19 variables and each of three respondents answered all but one of them. All other respondents answered every question.

There was one response that stood out above all the others. Thirty-seven (61%) of the respondents reported that the one skill they used to the **Very Greatest Extent** (5 on scale) as a result of taking the College Success course was the technique of Listening for and using key words in note taking. Other techniques reported as being used more by respondents as a result of taking the class, included listening skills, becoming more aware of and using campus facilities, dealing with criticism, complaints, compliments and conflict, speaking up more in class and increased knowledge of the disadvantages of drugs and alcohol and their influence on their lives and education. Students also reported that they took better care of themselves (physically and emotionally), and reviewed lecture notes more.

Graph 2 shows the skills, etc. that are **Used to the Very Greatest Extent** (5 on scale) as well as those **Used to the Greatest Extent** (4 on scale) as a result of taking the College Success course:

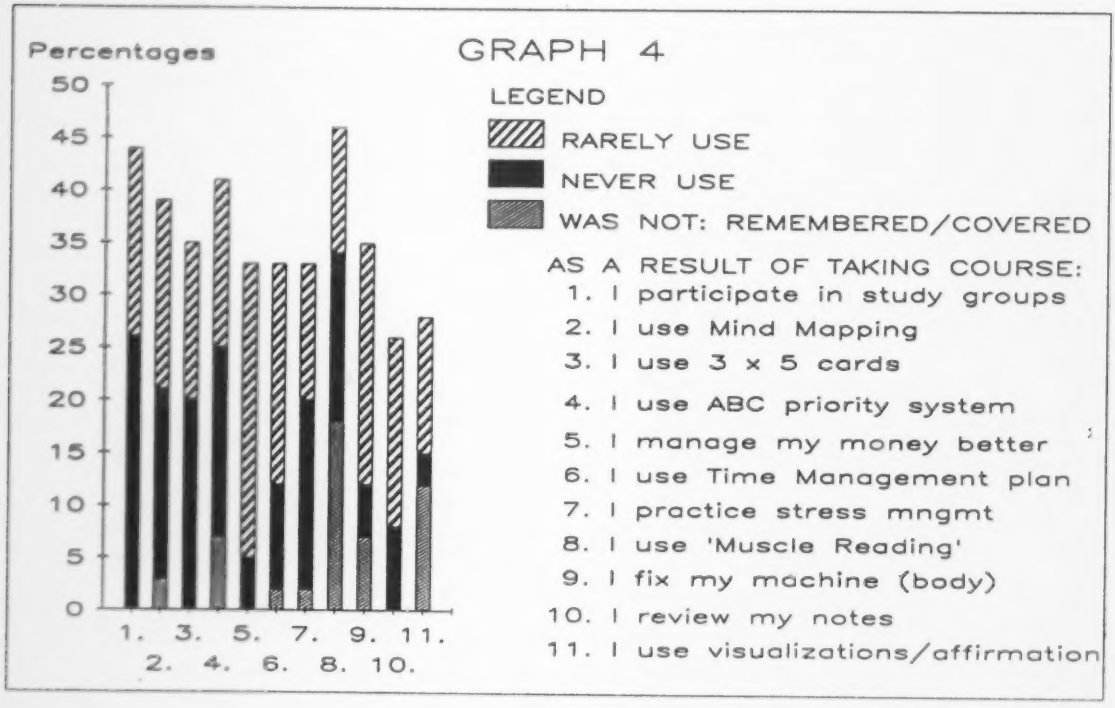


Graph 3 shows skills, etc. which received the most frequent response of **Used to Some Extent** (3 on scale), yet also received a fair percentage of **high use** ratings (4 or 5 on scale):



Graph 4 shows that on the average only 36% of the respondents reported **rare use of, no use of** or as **not remembering** or **not covering** the following skills, tools, techniques, etc,: participation in study groups, "muscle" reading, the ABC To Do Daily Priority System, mind mapping, use of 3 X 5 cards, money management, stress management, review of lecture notes, time management, taking better care of themselves and using

visualizations and affirmations. Graph 4 also shows the variables that received the most number of 0's (**Do Not Remember/Was Not Covered**), 1's (**Never Use**) and 2's (**Rarely Use**) on the scale:

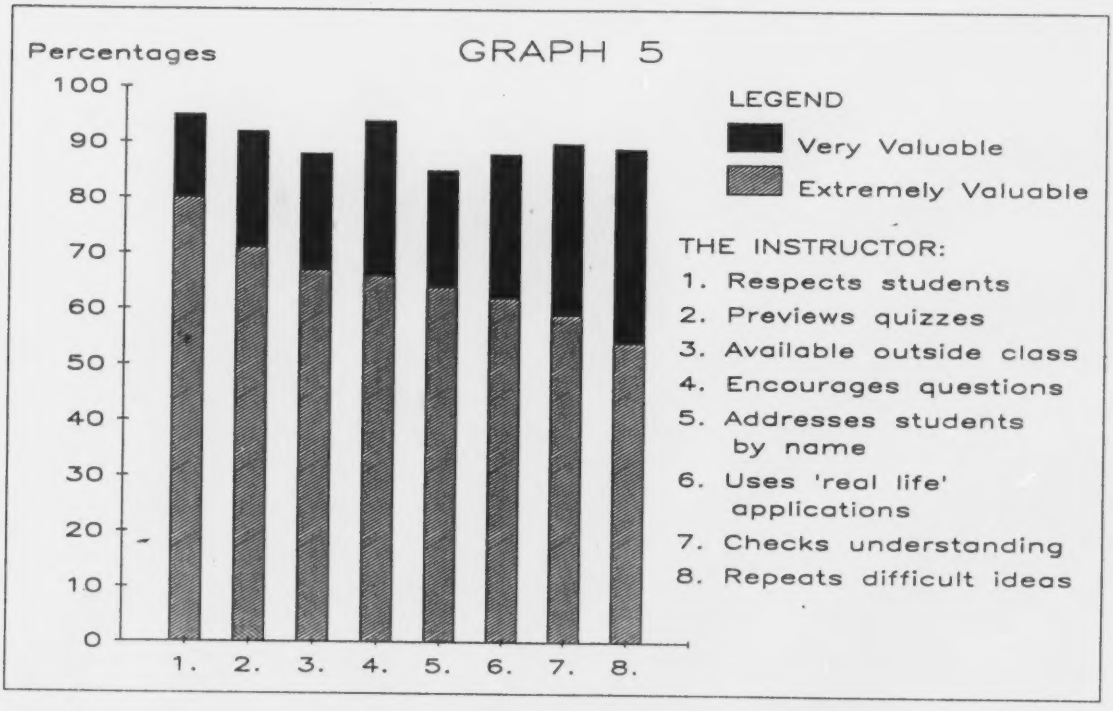


Two skills, the <u>use of "Muscle" Reading</u> and <u>Visualizations/ Affirmations/Attitude Replacements</u>, were reported by only 12-18% of the respondents as either **Did Not Remember** or **Was Not Covered** in their course , and no more than 34% of the respondents reported <u>no use</u> of about half of the skills after taking the course. However, the data show that <u>all</u> of the skills, tools, techniques, etc. surveyed were **Used to Some Extent, Used to a Great Extent or Used to a Very Great Extent** (scores of 3, 4 or 5 on the scale) by at least 54% of the respondents. **Most important, six of the 19 skills, etc. were rated as being Used to a Great or a Very Great Extent by at least 60% of all respondents.** Lastly, Two of the skills, **I listen for and use key words in note taking and I am a better listener were rated as being Used to a Very Great Extent or Used to a Great Extent (score of 4 or 5 on scale) by 91% and 84% respectively by respondents as a result of taking the Guidance 7, College Success Course.**

RESEARCH QUESTION #3: WHAT METHODS USED BY AN INSTRUCTOR IN GENERAL DID STUDENTS FIND TO BE VALUABLE IN THEIR LEARNING PROCESS?

Students were asked to respond to 18 qualities or behaviors of instructors in general that they found to be valuable in their learning process (see APPENDIX A for all qualities surveyed). They were asked to use a rating scale of 1 (**Of Little Use**) to 5 (**Extremely Valuable**) or 0 (**Do Not Remember/Was Not Covered**). Of the 61 respondents, one did not respond to any of the qualities listed in the question and only two students responded to all but one of the 18 qualities listed. All other students responded to every variable.

Graph 5 identifies the instructor qualities or behaviors that were rated as **Extremely Valuable** (5 on scale) or **Very Valuable** (4 on scale) by at least 85% of the respondents:



Based on the data those teacher qualities or behaviors that appeared to be the most valuable in their learning process for at least 75% of all respondents in addition to those listed in Graph 5 were as follows: Instructor states objectives of course as a whole; Instructor gives preliminary overview of lecture at beginning of class and summarizes at the end; Instructor explains how each topic fits into the course as a whole; and Instructor tells jokes or humorous anecdotes. Eighty-nine (89%) of all

respondents rated all variables surveyed as being **Valuable, Very Valuable or Extremely Valuable** (3, 4 or 5 on scale) in their learning process. Note that this question refers to instructors in general, not just College Success instructors.

Students were asked on the survey about changes in their GPA, units attempted and completed, motivation, study skills and communication skills after taking the course. Comparison of these measures included objective as well as subjective data related to before and after taking the course where possible.

GPA, UNITS ATTEMPTED/COMPLETED - COLLEGE GROUP:

Of the college group (N = 96), 41 students were enrolled in college courses before and after completing the Guidance 7, College Success course. Objective data from transcripts show increases in semester and cumulative GPA and significant increases (p: < .05) in units attempted and units completed for the college group. All indicators were positive:

SEMESTER	MEAN GPA	DIFFERENCE
Before	1.836	
After	2.224	
Difference	+0.389	Increase

CUMULATIVE	MEAN GPA	
Before	2.402	
After	2.510	
Difference	+0.108	Increase

SEMESTER	MEAN ATTEMPTED UNITS	
Before	8.927	
After	11.549	
Difference	+2.622	Significant Increase

SEMESTER	MEAN COMPLETED UNITS	
Before	5.817	
After	8.512	
Difference	+2.695	Significant Increase

GPA, UNITS ATTEMPTED/COMPLETED - HIGH SCHOOL GROUP:

Of the high school group (N = 96), 47 students were enrolled in high school courses before and after completing the Guidance 7, College Success course. Objective data from transcripts show mixed results in GPA and units attempted/completed for the high school group:

SEMESTER	MEAN GPA	DIFFERENCE
Before	2.833	
After	2.817	
Difference	-0.015	Decrease

CUMULATIVE	MEAN GPA	
Before	2.804	
After	2.844	
Difference	+0.040	Increase

SEMESTER	MEAN CREDITS ATTEMPTED	
Before	33.191	
After	32.468	
Difference	- 0.723	Decrease

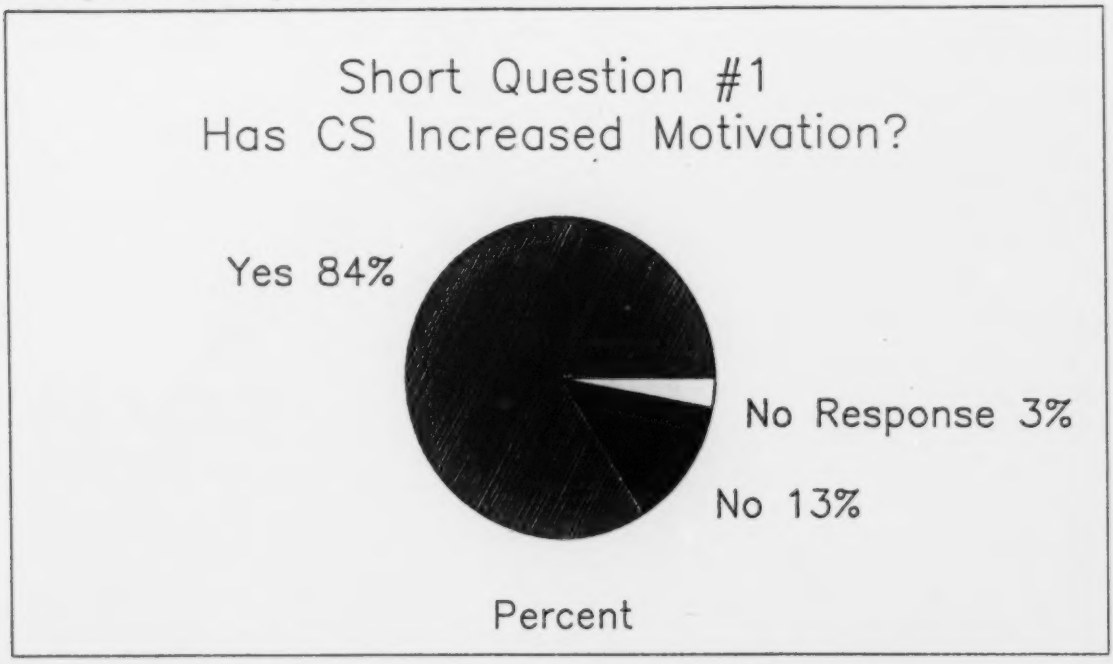
SEMESTER	MEAN CREDITS COMPLETED	
Before	32.340	
After	31.298	
Difference	- 1.043	Decrease

Research data show that for the college group, student GPA, both semester and cumulative, units attempted and units completed increased after taking the Guidance 7, College Success course. The number of college students receiving 1-2 Withdrawals (W grade) decreased slightly, and those receiving 3 or more W's decreased moderately. The number of college students who were on progress probation and dismissal decreased as did those who were on academic probation; however, the number of students listed on academic dismissal increased from 2 to 6. The number of college students attaining the Dean's List remained the same.
Data for the high school group showed a slight decrease in semester GPA, a slight increase in cumulative GPA and a decrease in semester credits attempted and completed.

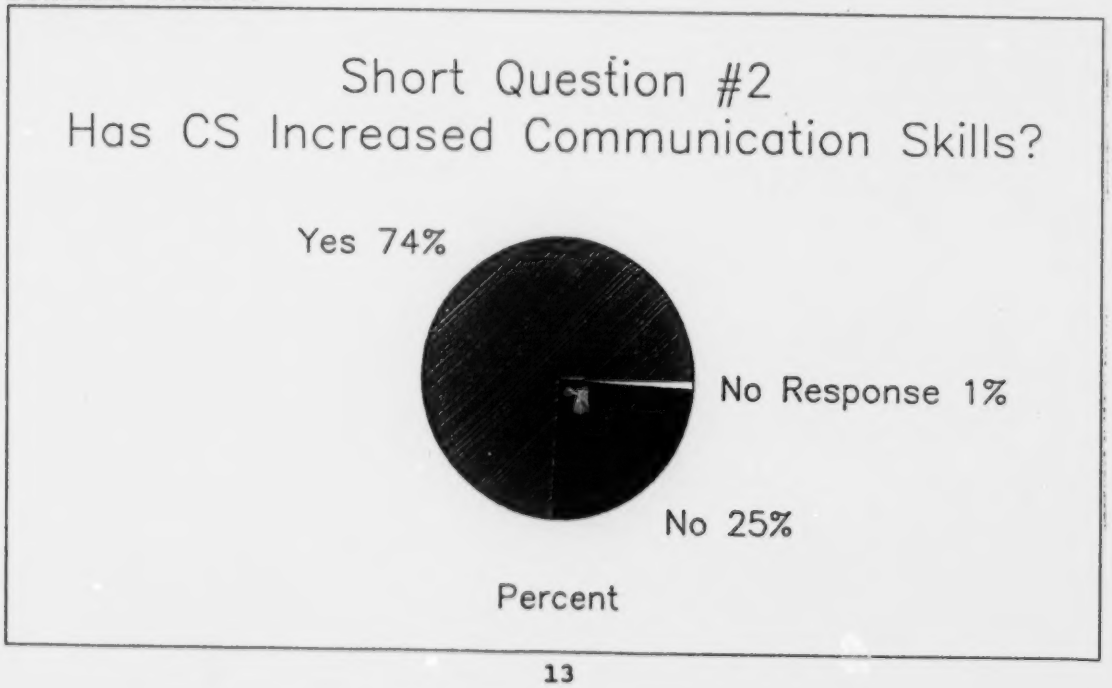
MOTIVATION, STUDY SKILLS AND COMMUNICATION SKILLS:

Using the survey, students were asked to respond with a **YES** or **NO** answer to each of several SHORT ANSWER QUESTIONS (see APPENDIX C for all written comments and note that some students gave responses other than those requested). The following charts show the results of their answers:

Has your motivation to do better in school changed as a result of taking the College Success course?

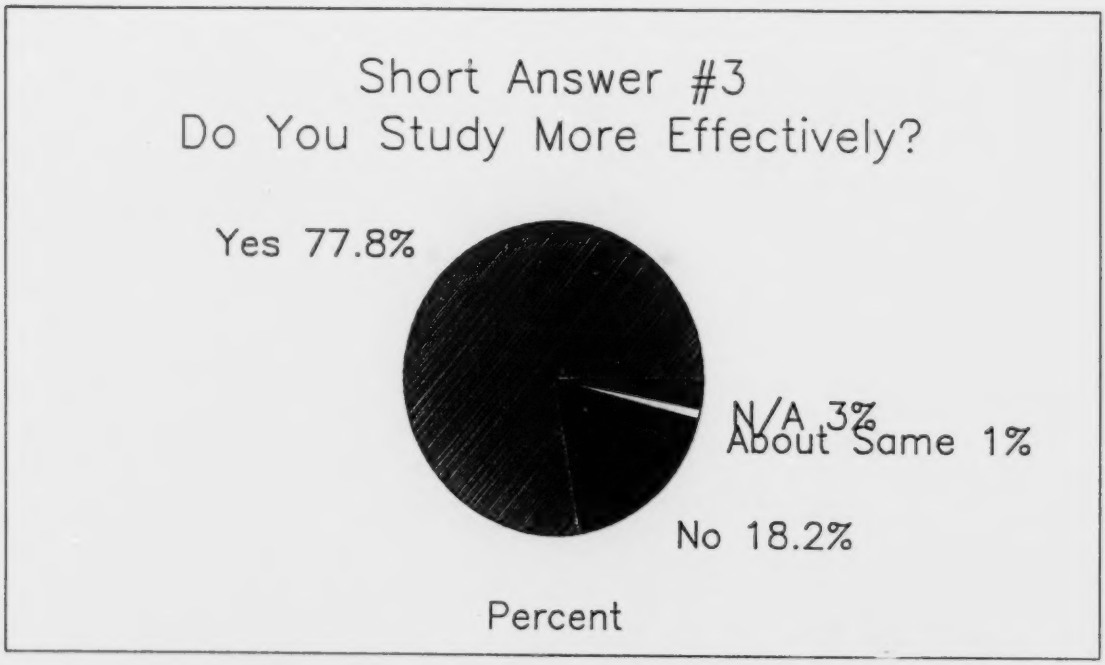


Has there been an increase in your communication skills (assertiveness, talking with instructors, making your needs known to family, friends, etc.) as a result of taking the College Success course?

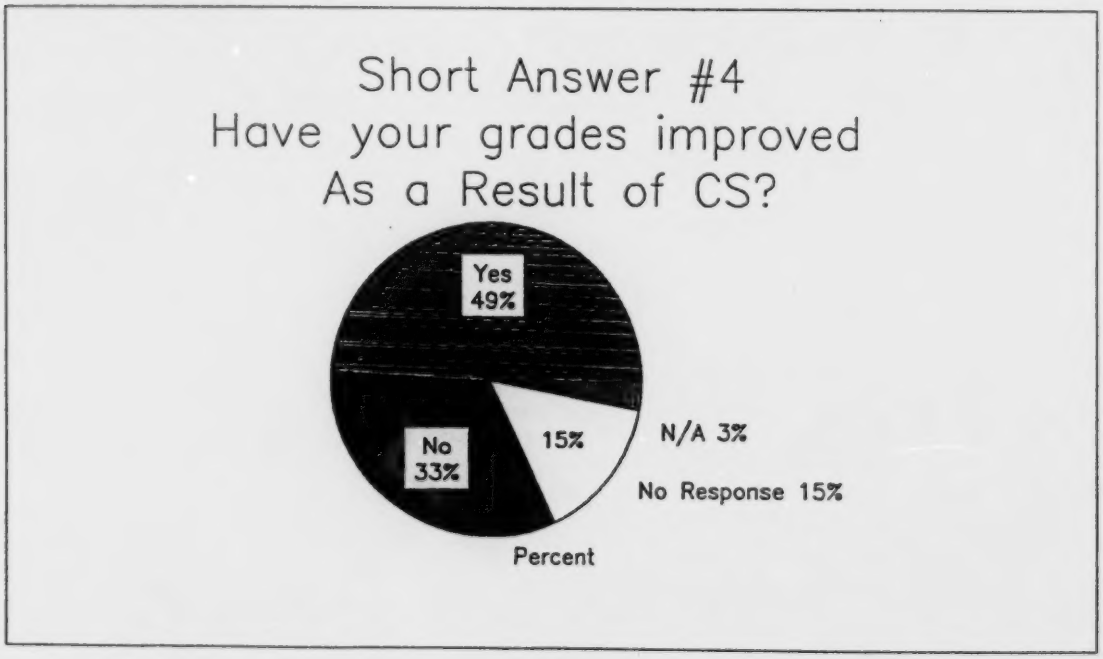


13

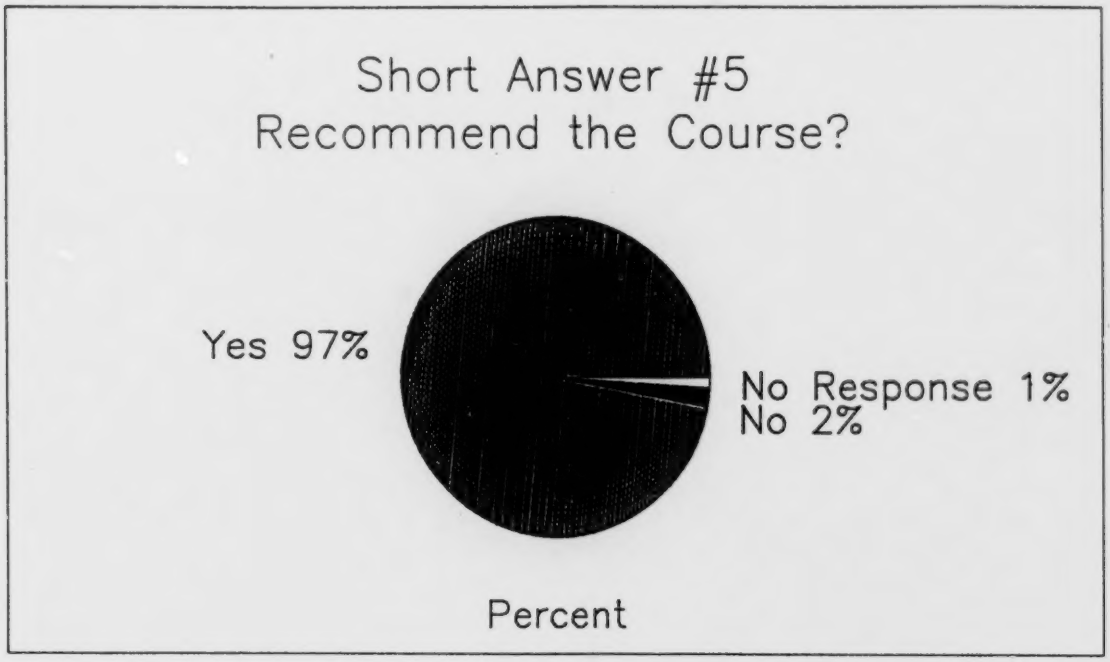
Do you study more effectively after taking the College Success course?



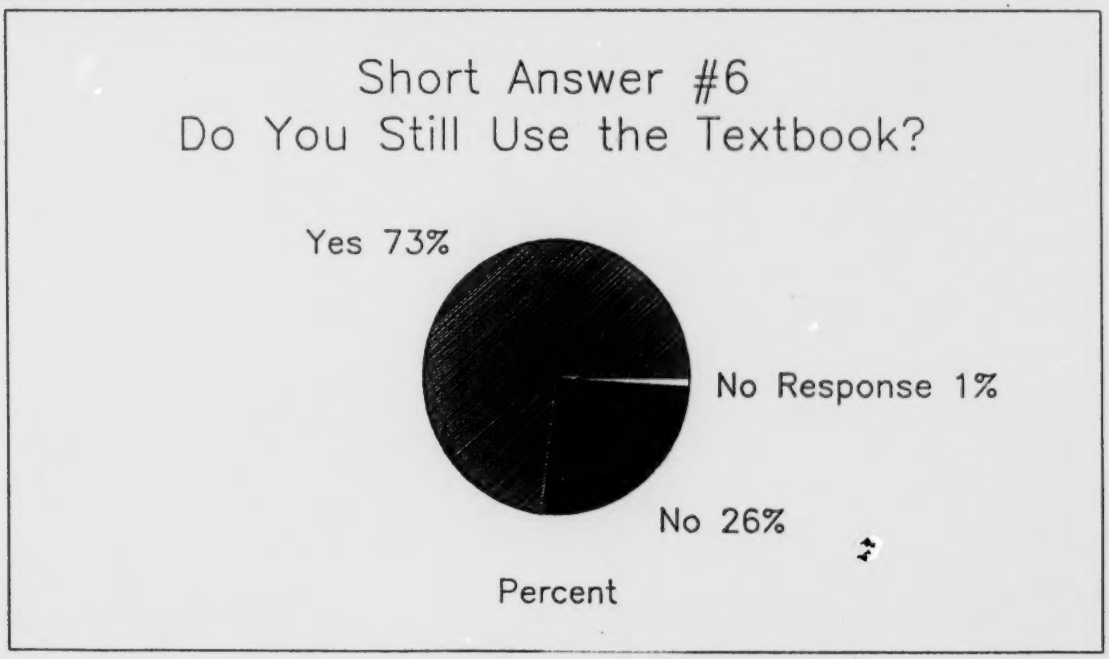
Have your grades improved as a result of taking the College Success course?



Would you recommend taking the College Success course to someone else?



Having completed the College Success course, do you still use your textbook as a reference?



Eighty-four percent of the respondents reported that taking the Guidance 7, College Success course increased their motivation to do better in school. Seventy-four percent of the respondents reported that taking the course increased their communication skills (assertiveness, talking with instructors, making their needs known to family, friends, etc.). Seventy-eight percent of the respondents reported that taking the course helped them to study more effectively. Forty-nine percent of the respondents reported that their grades improved as a result of taking the course. Ninety-seven percent reported that they would recommend this course to someone else. And seventy-three percent of the respondents reported that they still used the textbook as a reference after completing the course. Finally, students were asked to indicate any other comments they might have about the College Success course. In general the comments appeared to be positive about the effectiveness of the Guidance 7, College Success course. Several suggestions were given to improve the effectiveness of the course. (See APPENDIX C for all responses).

The last research question (How do grades/GPA and units attempted/completed of the Guidance 7, College Success course completers compare with those of high school and college students who have not taken the college success course) was not answered due to insufficient data (See section on SURVEY METHOD for explanation).

DISCUSSION AND RECOMMENDATIONS

From the subjective and objective data, it appears that the Guidance 7, College Success course information is very valuable to the students and is used. Several before/after measures were used to determine if there were any changes in student performance, possibly as a result of taking the College Success course. Of these measures, for college students in particular, the semester GPA, cumulative GPA, units attempted and completed all showed positive gains.

The overall results indicate that the course is valuable to both the college and high school students and should be continued. Based on this information, the following activities are planned:

1. Share the research results with the college and high school instructors who teach the course and discuss ways in which it might be improved;

2. Create a non-transferable course with similar content, but without the academic rigor required of this course for those students who could profit by a slower pace and more practice exercises (a change was already made in the course during the progress of this research study to expand the course by including

the availability of a three unit, letter grade option, 18 week version of the current two unit, Credit/No Credit only, 12 week course;

3. Prepare an executive summary of the study to circulate to college and local high school faculty and students to make them aware of the usefulness of the information contained in the course;

4. Make available a workshop during a FLEX or IN-SERVICE activity for faculty where the key characteristics of a good instructor as identified by the survey and related concerns are discussed;

5. Continue to evaluate the course by distributing a similar survey to students in subsequent sections; and

6. Share the results of the survey with the publisher of the textbook used in the Guidance 7, College Success course.

APPENDIX A

COLUMBIA COLLEGE
COLLEGE SUCCESS SURVEY

Initial Request

COLUMBIA COLLEGE

YOSEMITE COMMUNITY COLLEGE DISTRICT

P.O. BOX 1849, COLUMBIA, CALIFORNIA 95310 • TELEPHONE (209) 533-5100 • FAX (209) 533-5104

November 1, 1989

11800 COLUMBIA COLLEGE DR
SONORA CA 95370

Dear College Success Student:

You are being given the unique opportunity to influence curriculum. Your feedback as a former College Success student regarding course content, teaching style, etc., is very important to us. Your opinions will assist us in determining length of the course, number of units, subject matter covered, etc.

We are distributing the enclosed survey to all students who completed the course during 1988 and 1989. Your response will help us ensure that the course will be more beneficial to other students who will take it and teachers who will teach it in the future.

The survey has been designed so that you can complete it easily. It should take about ten minutes, and in most instances you need only to check an answer or circle a number. A postpaid return envelope along with a postpaid post card have been included for your convenience. You can be certain that all of the information you provide is strictly confidential, and no individual students will be identified. Your answers will be combined with those of many other students and used only for statistical analysis.

We appreciate your assistance in this evaluation. Your honest opinions, whether favorable or unfavorable, are necessary for us to improve the course and to increase the skills of teachers.

Please complete and return the survey right away. Again, thank you for your help.

Sincerely,

Elsie Bruno
Program Coordinator

EB:am/jb

COLUMBIA COLLEGE

COLLEGE SUCCESS SURVEY

The textbook, "Becoming a Master Student," as well as many other experiences (mini-lectures, guest speakers, exercises, sharing, quizzes, videos, field trips, etc.) were used in your College Success course. Please evaluate the course in terms of **how valuable** each of these experiences was in helping you feel better about your ability to be more successful in school and to try new study techniques. Circle the number corresponding to your opinion.

I. **How valuable were these experiences** in helping you feel better about your ability to try new study techniques and be more successful in school?

		Extremely Valuable				Not Valuable at all	Do Not Remember/ Was Not Covered
1.	Discovery and Intention journal system.	5	4	3	2	1	0
2.	The 12 Power Processes (Be Here Now, You Create It All, You Are Your Word, etc.)	5	4	3	2	1	0
3.	The Discovery Wheel (measuring the extent of your study habits at the beginning and end of the course.)	5	4	3	2	1	0
4.	Chapter quizzes in the textbook.	5	4	3	2	1	0
5.	Journal entries in the textbook.	5	4	3	2	1	0
6.	Textbook exercises.	5	4	3	2	1	0
7.	Time management information.	5	4	3	2	1	0
8.	Textbook stories about Master Students (Benjamin Franklin, Golda Meir, Malcolm X, May Lemke, etc.)	5	4	3	2	1	0
9.	Memory techniques.	5	4	3	2	1	0
10.	Reading techniques.	5	4	3	2	1	0
11.	Test taking techniques.	5	4	3	2	1	0
12.	Note taking techniques.	5	4	3	2	1	0
13.	Communication skills ("I" messages, etc.)	5	4	3	2	1	0
14.	Having the answers to the chapter quizzes in the back of the textbook.	5	4	3	2	1	0
15.	Information provided by guest speakers.	5	4	3	2	1	0

II. **To what extent have you used** the following tools, techniques, skills, ideas or information as a result of taking the College Success Class?

		Very Great Extent	Great Extent	Some Extent	Rarely Use	Never Use	Do Not Remember/ Was Not Covered
1.	I use the 12 Power Processes (Love Your Problems, Experience Your Barriers, Detach Yourself, etc.)	5	4	3	2	1	0
2.	I use the ABC "To Do" Daily Priority System.	5	4	3	2	1	0
3.	I use 3 x 5 cards.	5	4	3	2	1	0
4.	I use a weekly and/or semester time management plan.	5	4	3	2	1	0
5.	I use "muscle reading."	5	4	3	2	1	0
6.	I use the mind mapping or Cornell format, or one of the other methods of note taking covered in class.	5	4	3	2	1	0
7.	I listen for and use key words in note taking.	5	4	3	2	1	0
8.	I review my lecture notes within 24 hours and do weekly or major reviews before taking tests.	5	4	3	2	1	0
9.	I participate in study groups.	5	4	3	2	1	0
10.	I use the test taking skills both before and during a test.	5	4	3	2	1	0
11.	I practice the stress management techniques covered in class to reduce test anxiety.	5	4	3	2	1	0
12.	I speak up in classes more.	5	4	3	2	1	0
13.	I am a better listener.	5	4	3	2	1	0
14.	I can deal better with complaints, criticism, conflicts, and compliments.	5	4	3	2	1	0
15.	I "feed, move, rest, protect, and fix my machine" (body) more effectively/ consciously.	5	4	3	2	1	0
16.	I am more aware of the disadvantages of alcohol and drugs and their influence on my life and education.	5	4	3	2	1	0
17.	I manage my money better.	5	4	3	2	1	0
18.	I am more aware of and can better utilize campus and community resources.	5	4	3	2	1	0
19.	I use visualizations, affirmations and attitude replacements.	5	4	3	2	1	0

III. **What methods used by an instructor in general do you find to be valuable in your learning process?**

		Very Valuable				Of Little Use
1.	Gives several examples of each concept.	5	4	3	2	1
2.	Repeats difficult ideas several times.	5	4	3	2	1
3.	Uses graphs or diagrams to facilitate explanation.	5	4	3	2	1
4.	Points out "real life" applications of concepts.	5	4	3	2	1
5.	Speaks and gestures in a dramatic and expressive way.	5	4	3	2	1
6.	Moves about while lecturing.	5	4	3	2	1
7.	Tells jokes or humorous anecdotes.	5	4	3	2	1
8.	Respectfully encourages students' questions and comments during lectures.	5	4	3	2	1
9.	Asks questions of class as a whole	5	4	3	2	1
10.	Presents challenging, thought-provoking ideas.	5	4	3	2	1
11.	Gives preliminary overview of lecture at beginning of class and summarizes at the end.	5	4	3	2	1
12.	Explains how each topic fits into the course as a whole.	5	4	3	2	1
13.	Checks students' understanding before proceeding to next topic.	5	4	3	2	1
14.	Previews format for quizzes/tests and highlights key points for review.	5	4	3	2	1
15.	States objectives of course as a whole.	5	4	3	2	1
16.	Addresses individual students by name.	5	4	3	2	1
17.	Announces availability for consultation outside of class.	5	4	3	2	1
18.	Respects students as individuals regardless of their educational or cultural background.	5	4	3	2	1

Short Answer Questions:

1. Has taking the College Success course increased your motivation to do better in school?

   ____Yes ____No

   Comments:

2. Has taking the College Success course increased your communication skills (assertiveness, talking with instructors, making your needs known to family and friends, etc.)?

   ____Yes ____No

   Comments:

3. Do you study more effectively now? ____Yes ____No

   Comments:

4. Have your grades improved as a result of taking the College Success course?

   ____Yes ____No

   Comments:

5. Would you recommend this course to someone else? ____Yes ____No

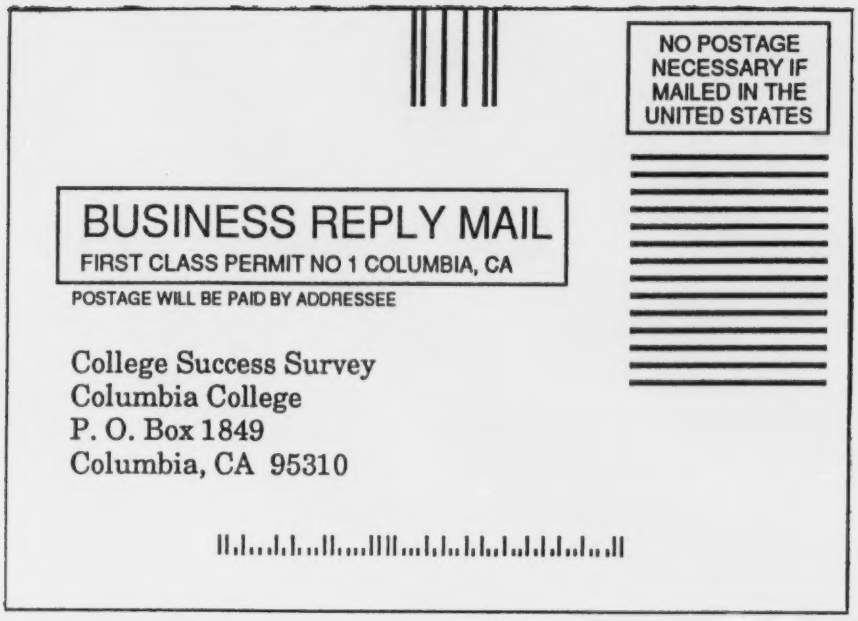
   Comments:

6. Having completed the College Success Course, do you still use your textbook as a reference?

   ____Yes ____No

   Comments:

7. Please indicate below any other comments that you might have about the College Success course (please use the back side of this page if needed):



Thank you for completing the College Success Survey.

☐ Yes Check here if you would like to be a guest speaker to help promote the College Success course and share your experience in the class with other students.

If you checked "Yes", please tell us how to contact you.

Name _____

Address _____

City Zip

Phone _____

☐ Yes Check here if you would like a summary of the survey results.

APPENDIX B

COLUMBIA COLLEGE
COLLEGE SUCCESS SURVEY

Second Request

COLUMBIA COLLEGE

YOSEMITE COMMUNITY COLLEGE DISTRICT

P.O. BOX 1849, COLUMBIA, CALIFORNIA 95310 • TELEPHONE (209) 533-5100 • FAX (209) 533-5104

©D

©F1©
©F2©
©F3©
©F4?©

Dear College Success Program Participant:

Several weeks ago I sent you a letter requesting your help with a research grant. If you did not complete the survey and return it, please turn to the reverse side of the letter now.

If you did complete the survey, I would like to thank you very much for your help. Your thoughts and feelings are important to me and the College Success program faculty. If you requested a copy of the results, one will be mailed to you prior to the end of the school year. Thank you again.

Sincerely,

Elsie Bruno
Program Coordinator

EB:jb

Enclosures

COLUMBIA COLLEGE

YOSEMITE COMMUNITY COLLEGE DISTRICT

P.O. BOX 1849, COLUMBIA, CALIFORNIA 95310 • TELEPHONE (209) 533-5100 • FAX (209) 533-5104

PLEASE READ THIS!

SECOND REQUEST

As you know the purpose of the College Success course is to help students succeed in school. I need your help in shaping the future of this course, not only for students at our college and local high schools, but for students nationwide since the results of this survey will be widely published. Your comments as a former student will help insure that the course will be more beneficial to other students who take it in the future.

The survey has been designed so that you can complete it easily. It should take about ten minutes of your time, and in most instances you need only to check an answer or circle a number. A postpaid return envelope along with a postpaid post card have been included for your convenience. Once again, you can be certain that your answers are strictly confidential, and no individual students will be identified. Your answers combined with those of many other students will be used only for statistical analysis.

Your assistance is greatly appreciated. Your honest opinions, whether favorable or unfavorable, are necessary for the improvement of this course and to increase the skills of teachers. Please complete and return the survey by December 22, 1989. Again, thank you for your help.

Sincerely,

Elsie Bruno
Program Coordinator

EB:jb

Enclosures

COLUMBIA COLLEGE

COLLEGE SUCCESS SURVEY

The textbook, "Becoming a Master Student," as well as many other experiences (mini-lectures, guest speakers, exercises, sharing, quizzes, videos, field trips, etc.) were used in your College Success course. Please evaluate the course in terms of **how valuable** each of these experiences was in helping you feel better about your ability to be more successful in school and to try new study techniques. Circle the number corresponding to your opinion.

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8.	I review my lecture notes within 24 hours and do weekly or major reviews before taking tests.	5	4	3	2	1	0
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13.	I am a better listener.	5	4	3	2	1	0
14.	I can deal better with complaints, criticism, conflicts, and compliments.	5	4	3	2	1	0
15.	I "feed, move, rest, protect, and fix my machine" (body) more effectively/ consciously.	5	4	3	2	1	0
16.	I am more aware of the disadvantages of alcohol and drugs and their influence on my life and education.	5	4	3	2	1	0
17.	I manage my money better.	5	4	3	2	1	0
18.	I am more aware of and can better utilize campus and community resources.	5	4	3	2	1	0
19.	I use visualizations, affirmations and attitude replacements.	5	4	3	2	1	0

III. **What methods used by an instructor in general** do you find to be valuable in your learning process?

		Very Valuable				Of Little Use
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2.	Repeats difficult ideas several times.	5	4	3	2	1
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6.	Moves about while lecturing.	5	4	3	2	1
7.	Tells jokes or humorous anecdotes.	5	4	3	2	1
8.	Respectfully encourages students' questions and comments during lectures.	5	4	3	2	1
9.	Asks questions of class as a whole	5	4	3	2	1
10.	Presents challenging, thought-provoking ideas.	5	4	3	2	1
11.	Gives preliminary overview of lecture at beginning of class and summarizes at the end.	5	4	3	2	1
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13.	Checks students' understanding before proceeding to next topic.	5	4	3	2	1
14.	Previews format for quizzes/tests and highlights key points for review.	5	4	3	2	1
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18.	Respects students as individuals regardless of their educational or cultural background.	5	4	3	2	1

Short Answer Questions:

1. Has taking the College Success course increased your motivation to do better in school?

   ____Yes ____No

   Comments:

2. Has taking the College Success course increased your communication skills (assertiveness, talking with instructors, making your needs known to family and friends, etc.)?

   ____Yes ____No

   Comments:

3. Do you study more effectively now? ____Yes ____No

   Comments:

4. Have your grades improved as a result of taking the College Success course?

   ____Yes ____No

   Comments:

5. Would you recommend this course to someone else? ____Yes ____No

   Comments:

6. Having completed the College Success Course, do you still use your textbook as a reference?

   ____Yes ____No

   Comments:

7. Please indicate below any other comments that you might have about the College Success course (please use the back side of this page if needed):

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO 1 COLUMBIA, CA

POSTAGE WILL BE PAID BY ADDRESSEE

College Success Survey
Columbia College
P. O. Box 1849
Columbia, CA 95310

Thank you for completing the College Success Survey.

☐ Yes — Check here if you would like to be a guest speaker to help promote the College Success course and share your experience in the class with other students.

If you checked "Yes", please tell us how to contact you.

Name _____

Address _____

City _____ Zip _____

Phone _____

☐ Yes — Check here if you would like a summary of the survey results.

APPENDIX C

STUDENT RESPONSES TO SHORT ANSWER QUESTIONS

COLUMBIA COLLEGE
COLLEGE SUCCESS SURVEY
SPRING 1990

Short Answer Questions 1:

Has taking the College Success course increased your motivation to do better in school?

1. Not so much increases as helped to maintain motivation.

1. I'd say it has improved to a certain extent, but I still tend to be lazy!

1. The studying isn't as bad with the new concepts.

1. I learned how to manage time and great study techniques.

1. I have not had the right instructor to become "motivated" in school.

1. No not really I'm to much in a set pattern to change very much.

1. It motivated me at first but has worn off a little bit.

1. I'm a slow learner.

1. I've always been motivated.

1. I was more unmotivated to go to college success when I had to because I hated it.

1. I feel that being able to learn better has improved my motivation from just thinking "oh' it's school."

1. The course helps organize your personal life!

1. I can now set and reach goals.

1. Although I already have high grades, the class has motivated me to become more involved in college and community affairs.

1. I feel that I am more aware of everything around me, and I can do a lot better in school.

1. I felt I had a great teacher in this class and I feel like I can learn from anyone now.

1. No class will motivate me. I have to do that on my own.

1. I felt it need more to show like studying. All I learned was it was bad to study in my room but I do it anyway!

1. It was motivated. I took the class to learn about college life etc.

1. My motivation is $, job, future but the class helped me see that it is possible. I can do it!! And good grades make me feel good.

1. The note-taking techniques - observe, record and review, challenged me to pay attention in class and try something new.

1. I've always done well in school but now I will do much better.

1. Grades, study habits, and interest in school have improved.

1. Yes, I feel much more confident.

1. Yes if it were not for College Success Class I wouldn't of made it through other classes.

Short Answer Question 2:

Has taking the College Success course increased your communication skills (assertiveness, talking with instructors, making your needs known to family and friends, etc?)

2. I was always pretty good at communication but now I'm even better.

2. Because I have more self confidence.

2. I have always had an easy time talking and communicating with others.

2. "I" statements have helped considerably, home and school!

2. I am more self assured. Not afraid to question an instructor or ask for help.

2. I do feel more comfortable in classes and am not afraid to ask questions.

2. I talk more in class now that I did in high school.

2. I was assertive before the course.

2. I knew how to do this before I took the class.

2. Some what, it helps in certain matters.

2. Somewhat, but I also think its just me maturing.

2. I have always been able to talk to teachers etc.. Taking this class is a waste of time.

2. Somewhat. I likes the "I statements" quite a lot.

2. It helped me know how important it is to talk with instructors.

2. I did learn to use I messages better - but not as a way to confront people more.

2. I am in a 12-step program which is the same in may aspects.

2. More than anything it allowed me the knowledge to know that I can approach my profs.

2. I'm a very shy person when it comes to having to talk to professors. I'm embarrassed of what they might think.

2. I've always had good communication techniques.

2. I have noticed a definite improvement in my communication skills. I think that a lot of the exercises we did on communication were very beneficial.

2. My teacher never talked to us and always forgot my name.

2. It showed how to communicate effectively with teachers.

2. Being able to communicate better has improved my feeling for those people.

2. I focus on myself using "I" sentences. I also go and talk to my teachers, it is valuable!

Short Answer Question 3:

Do you study more effectively now?

3. Better organized.

3. Somewhat.

3. The techniques I used already were the ones talked about in class.

3. Sometimes!

3. I use all of the study techniques at times.

3. The class strengthened study skills I already used.

3. I have a B, average but I felt she did not tell us how to study.

3. Study is much easier when you learn to <u>listen</u> more effectively. Note taking lesson a plus!

3. Use study groups. Use time better.

3. And I find it need less time to absorb as much, I learn more in class than before. Homework is review / not-learning.

3. 3x5's are as abundant as lined binder paper and typing paper.

3. Very important to me.

3. I have been able to study effectively in all subjects.

3. Because I had to drop out due to car problems.

3. I'm just not motivated enough.

3. I really liked the memory cards, 3x5's, and the memory path.

3. I rewrite notes and know <u>how</u> to study for tests.

3. About the same.

3. You can't teach an old dog new tricks!

3. Much, much more!

3. (My study habits) it doesn't really have anything to do with the course! It's something I need to do for myself. I still lack motivation at times. I just need to get my act together.

3. I'm not much of a studying person.

Short Answer Question 4:

Have your grades improved as a result of taking the College Success course?

4. Most of my grades did.

4. Taking the college success course has improved my grades and given me the best mid-semester grade ever.

4. My grades have improved because I decided they would.

4. I'm not sure.

4. However, going back and reusing "the tools" of the book is must after about a year out of the course.

4. I have gone from a D student to a B student! And, I feel great about it.

4. I've always been a good student!

4. Only because I left all my problems when I moved.

4. I am doing better than I expected, which is great. And my grades are better than last time around (18 years ago).

4. My grades have improved but it has nothing to do with my taking this class.

4. I've always gotten A's and B's.

4. I dropped out of fall but will start again in spring.

4. Stayed the same.

4. Going from high school to college is a big change so it will take me a little while.

4. I haven't taken anything since.

4. Not as a result of, but the techniques help.

4. I won't start the next semester until January, but I know I will improve my grades.

4. I learned to always do the best for myself.

4. Grades and study habits are better.

4. They have stayed the same. I was and am still getting a 4.0.

4. At high school were I took the course it didn't do me much good. Now that I am in an environment that lets me be an individual, not part of a herd the course helps me very much.

4. It helped me refine my note taking and conscience effort to learn.

4. Remained same but high demands in course work have not created excessive difficulty.

4. I already had a 4.0 GPA.

4. I really don't know because I am a freshman and so far my classes have been easy on me.

4. I already had good grades.

4. I had a 4.0 when I took it.

Short Answer Question 5:

Would you recommend this course to someone else?

5. The course was much more helpful than I thought it would be and I would recommend for a student with troubles in school or not.

5. It helped with test taking and note taking.

5. I feel it was the biggest waste of my time all semester. Never would I recommend it.

5. I already have!

5. Some of the concepts were so incredible, I would relay to my friends at lunch, etc.

5. Gives useful ideas.

5. It was the best class I had in high school!

5. Excellent class.

5. Especially to newcomers to college, its a good first taste, of what is to come.

5. IT WAS BORING.

5. Most definitely everyone should take class first.

5. I feel that not only the course but the teacher would deeply improve that persons skill in study.

5. Recommend to all students entering college.

5. It was a very educational course.

5. Not just because of the course but also because of the teacher was great, especially in this class.

5. Definitely! I thought it was very worthwhile.

5. I highly recommend this class to a junior or senior that is planning on college. I learned a lot about college that no one had mentioned before.

5. I have recommended this class to numerous students. For those who could not fit the class into their schedules, I recommended getting the textbook anyway.

5. It is an extremely helpful class.

5. Too all students; continuing, returning, high or low GPA.

5. I feel it should be required.

5. It depends on how that person's school habits are. If they know how to study (ex. 3x5 cards) then no.

5. It should be required of all freshman.

5. Recommended it to my sister-in-law.

5. I have many times.

5. If someone needed some help with learning how to cope with college.

Short Answer Question 6:

HAVING COMPLETED THE COLLEGE SUCCESS COURSE, DO YOU STILL USE YOUR TEXTBOOK AS A REFERENCE?

6. I have given it to a friend so that he may learn what I have.

6. Not worth upping up not interesting.
6. Especially parts on going easy on myself, stress.

6. Yes, but just once.

6. I use it to help me at the beginning of the semester.

6. Sometimes. I basically remember everything I learned.

6. I still read "Be Here Now" and "You create it All" these were - are very valuable to me!

6. Gave it to a friend to use.

6. Its in plain sight here at home, as a refresher of ideas I thumb through it.

6. I'm still <u>reading</u> it!

6. I use the test taking chapter a lot. Also time management.

6. Some.

6. I took it to college with me and find it very useful at times. I think it is a great book!

6. Yes, and as you can see from answer #4 I've learned not to read questions ahead!

6. Sometimes.

6. I threw it out!!!

6. If in need of it.

6. I believe the design of the text makes it difficult to do. I taped my pages back in, however, I doubt many would bother, therefore, would not use it as much if any.

6. I used it at another school for summer session, and now during high school.

6. I have not frequently used the text book since the end of the school year.

6. Sometimes I do.

6. Very rarely, but I do find security in having it.

6. I haven't needed to.

6. The textbook is good - my instructors at high school were not.

6. Sometimes, not often.

Short Answer Question 7:

Please indicate below any other comments that you might have about the College Success Course:

7. College Success was my <u>most</u> favorite class last year. I would recommend this to everyone and anyone!

7. My instructor was by far the main incentive, [redacted] is great!

7. My instructor was terrific. [redacted] taught me not to be afraid to speak up - not to feel inhibited by other classmates and teachers.

7. I am a lot more interested in my studies. Before, I used to doodle rather than take notes - because I felt I couldn't take useful notes. Now I practice "Be Here Now" and I take good notes. I am doing a lot better thanks to the course, and to the instructor.

7. If nothing else is learned from the course, except versatility then it was indeed a success. I have used many of the tools from the book, and many worked, just as many did not. However, begin able to say, "Okay, time to try something else, and if no shortcuts or tools work then try again". Not every class or every teacher are the same. They will not change for you, so you must change as a student.

7. I would definitely recommend the course and the instructor to any student willing to improve there grade. I wish that one of my friends would have taken the course, but since not, I feel that his grade this year will not able to receive the grade possible.

7. More real life stories would enhance the ideas more.

7. I feel every student in the last year of high school senior year should take this course to prepare them for college or just life in general. It helps a lot in every day life and to make the right decisions in life for personal needs.

7. Connecting this course to the a 12-step program for people that might have drug or alcohol problems could be very helpful.

7. BORING

7. It was wonderful. I truly enjoyed it. I still refer back to my textbook at times. It has really made a great deal of difference in my life and taught me a lot I never thought about before. Very enjoyable!

7. The teachers need to make it more fun. They should explain everything that is being taught and show how it can benefit in our lives.

7. The College Success Course was <u>the</u> <u>best</u> class I had in high school! I had an excellent teacher!! [redacted] made the class enjoyable and put a lot of fun into it. It was a class that I will always have with me- one that I can refer back to for anything. <u>THANK YOU!!</u>

7. I really enjoyed the relaxing part of the program. Many students feel extreme stress during their teen years. Learning how to relax yourself is a great advantage.

7. As an A student, returning to school after several years, I found many things in the course referred to how you would normally do something, i.e. time or money spent, study habits etc. This was impossible to know. I believe I would have benefitted more by having a semester or two under my belt. How about two parts, first pointers for study and resources, then self-evaluation and review?

7. I think this class should be a mandatory class for all high school students. Its resources will be very useful in the college world.

7. A great class for <u>college</u> <u>bound</u> students! Or students having trouble in school!

7. The instructors need to be more enthusiastic and spontaneous. My instructors were dull to the point where I did not want to show up. The book is excellent! The class is a good idea if you can get the right instructors to teach it.

7. One particular teacher I had (our curriculum was shared by 3 instructors) was rude, boring, and disliked by the class. [redacted] made the College Success experience lesser for me. I spoke to [redacted] over a semester later and [redacted] blatantly blamed our class for [redacted] lack of skill. I found the course to be an excellent experience, but [redacted] was a large downside. P.S. I didn't like the boring videos with the writer of the book and [redacted] students. [redacted] was boring and unlikable.

7. This class may have been better if I chose to take it. You people at the college forced me to take it. I hated it. If you want people to learn from this class don't force them to take it. Maybe my grades were not very good but that doesn't give you the right to make me take something like this.

7. The instructor did an excellent job, especially considering it was [redacted] first semester teaching the course. Hopefully other students will be able to benefit from [redacted] teaching abilities. [redacted] really encouraged class participation, even though I think [redacted] tried to over load the class with homework at times.

7. Why don't they teach these skills in elementary schools? It would have helped me going through school if I would have had these skills. But, I am grateful I have these skills now.

7. I would recommend taking the class in the second semester, after other classes have been taken. I believe students need a reference point to see where various methods would be applicable. Thanks for the opportunity to give input!

7. One of the most valuable courses I have ever taken!

7. Time management is very helpful. I use a note at the beginning of the day to plan out the events. I usually get everything done.

7. The videos that go along with "Becoming a Master Student" were great. I would like to have seen them all. I think students should be aware of the benefits of the life skills such as self esteem, assertiveness, learning to say no, all the psychological ideas offered in this course. Most think the course only offers study skills. I think the instructor gave the class a feeling of caring, and enthusiasm that might be hard for another to match.

7. I would recommend this class to any in coming student.

7. I would recommend this course to any student. I think it's very helpful; and the textbook has a lot of great tips that I still refer back to.

7. I especially liked the course instructor, speakers, evaluations - I wish they were done for every class. I found that most students with problems with a class or with instructors do not want to "be identified" or confront the issue and this provides a means to do it.

7. This course is a tremendous one for those who have been out of school for awhile, or for the ones who have a hard time studying or taking test. I feel this course helped me out with confidence and gave me a better outlook in life an about myself. Also the career life planning course is another good one to take.

7. The textbook "Becoming a Master Student" and the class as a whole, has changed my personal life and school career dramatically. The class helped bring to life some problems in my personal life that were restricting me from growing as a student and as a person. Because of the class and textbook idea and power process's my life as a student is one of satisfaction. I'm growing and learning everyday. I like that feeling. Thank You.

7. Being "Required" the class is a pain for some - but you get back what you put in. If you want it to be a pain- it will be. Or you can change it. But it does require lots of time, journals, etc. and 1 unit doesn't seem enough.

7. The course from my point of view should be a requirement to get a degree or certificate. It should always be worth <u>three</u> or <u>more</u> units to encourage students in my opinion. The particular teacher I had was great (1988-89). I preferred the one semester three times a week meeting.

7. Thank you for your interest in what I think about the class, I also think that the instructor was the best thorough teacher.

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